

**Parent Management Training for Conduct Disorder - A Study with Special Reference to
Habitual Offenders in Tirunelveli, Tamilnadu, India**

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Abstract

This paper presents the scope of Parent Management Training (PMT) as an effective intervention technique. One of the most predominant problems faced by majority of the habitual offenders is conduct disorder. PMT is given in order to modify the Behavior of offenders with conduct disorder. PMT facilitates Behavior modification among offenders and their parents. PMT is a psychological treatment that teaches parents to handle destructive actions of their children. PMT's goals are to strengthen parental competence in coping with behavioral issues and to improve the adaptive Behavior. A total of 30 samples were selected from Tirunelveli, Tamil nadu, India for the purpose of the study. Experimental research design has been employed for the purpose of the present study. Standardized instruments of (Gibbs, Barriga & Potter, 2001) and (Frick, 1991) has been utilized in the present study for the assessment of the phenomenon in detail. It is clearly evident that there is a behavioral change in offenders after implementing this intervention. Hence PMT can definitely be considered as one of the most promising intervention techniques in modifying the behavior of habitual offenders. Awareness must be created towards utilization of this intervention technique to mould the offenders and to make them meaningful citizens in the society.

Keywords: *Parent Management Training, Conduct disorder, Habitual Offenders and Intervention program.*

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1. INTRODUCTION

Our Indian culture is complex and organized. When it comes to structures, every single family in our country occupies one. When it comes to family, the head will guide and lead his or her family. As a result, parents are regarded as an essential component of society. They are the driving force

for creating our society a better place through mentoring the next generation. When it comes to teaching their children moral values, behavior, and so on, parents bear the overall responsibility. In reality, they play a vital part in shaping the personalities of the younger generation. They have a favorable influence on the minds of children by teaching them good values. The stronger the connection between parents and children, the more power can be exercised by the parents to influence their children's Behavior.

At the same time, parents tend to make mistakes when raising their children because they fail to realize suspicious behavior in their children. But even minor adjustments by parents in terms of Behavior will become greatest disadvantage for their Child's life. As a result, the parents may have to undergo terrible trauma when their children turnout to be an offender in the society. When the moment arises to rectify the issue, it will be too late to act and rectify the mistake both by the parent and the child. However, even habitual offenders can be given another chance if their parents have a strong desire to change the condition of their child. So, in order to guide offensive children, it is necessary to discover how to stop them from being highly aggressive. As previously stated, parents make mistakes as well. It is acceptable to learn from specialists or attend social interventions that primarily focus on parental control and child development.

There are many types of strategies aimed at improving parental activities and preventing potential problem Behavior. One of the most researched psychosocial interventions in child aggressive Behavior is Parent Management Training (PMT). This can be defined as a social learning-based intervention that teaches parents about the behavior of habitual offenders. This intervention demonstrates their goal of bringing forth good parenting skills and teaching parents how to prevent violent behavior in children. The primary objective of this program is to develop one's parenting abilities in order to minimize the effect of offenders' aggressive behavior. PMT can be claimed as an effective intervention which can have a substantial and positive impact on offender's Behavior issues. Effective short and long term results have been witnessed by many participants who are treated through this intervention technique.

Parent Management Training is based on four vital components to make the parents to understand the importance of the program. First one is a theoretical way of teaching about how to analyze the social and behavioral problems of the offenders. Second one is a set of rules and techniques to be followed by the parents. Third one is to develop the parent's skills through activities and practices. Fourth one brings out the results by keeping assessment through the intervention. Implementing PMT can be more difficult if parents are unable to completely participate due to psychopathology, high relationship stress, or failure to attend weekly sessions.

Parental control of children's societies, both at home and away from home includes a number of parenting skills that are the target of intervention programs. It is considered as a well-established intervention technique over the past 50 years when it comes to preventing and managing child Behavior issues. This intervention has been effective in preventing offenders from

troublesome situations, as well as enhancing their quality of living. This has been effectively used among the offenders to come out from their aggressive behavior.

Education in parent management assists parents to handle negative and oppositional Behavior of offenders in an effective manner. This intervention has been scientifically shown to be effective in treating offenders with troublesome behavioral issues. This intervention technique is based on behavioral manipulation concepts, processes and tactics that are essentially identical to functional behavioral evaluation and constructive Behavior management. Parent management training differs from other types of training and it encourages parents to employ Behavior control techniques effectively.

Among all the intervention programs, this intervention has been used extensively because of its unique way of approach. It has been suggested that improving basic parenting strategies will minimize behavioral problems of their children who are offenders and a threat to society. This intervention primarily focuses on parenting skills, parent education, creating support groups for parents, facilitating in-home parent or parent education.

2. REVIEW OF RELATED LITERATURE

This section presents few available review of literature pertaining to Parent Management Training (PMT) and Conduct disorder (CD).

Enebrink et al. (2012) investigated the effectiveness of an Internet-based parent-training curriculum for adolescents with behavioral issues. The dose-response ratio and program expenses were also taken into account. Parents of 104 children (aged 3 to 12 years) were assigned at random to either parent training or a waitlist management condition. A diagnostic evaluation was performed, and parent ratings of child's antisocial behavior and parent interventions were done before and after training, at 6-month follow-up. It was observed that the parents who were given training found this more effective than the parents who were waitlisted. The observations confirmed the effectiveness of parent training delivered across the Internet, with results similar to group-based parent training initiatives. Because of its effectiveness, low expense, and increased accessibility, this protocol is a good match for a stepped-care model.

Kling et al. (2010) demonstrated the effects of a Parent Management Training (PMT) for parents of children aged 3 to 10 in the sense of routine social services. Self-referred parents of children with conduct disorder (aged 3 to 10) were randomly allocated to one of three groups: 11 practitioner-assisted community sessions (PMT-P), a single teaching workshop accompanied by self-administration of the training content (PMT-S), or a waitlist monitoring group. At the posttest, intent-to-treat analyses revealed that both PMT-P and PMT-S increased parent competence and decreased child behavior issues when compared to the waitlist. At the 6-month follow-up, all teaching conditions demonstrated substantial gains. In both the posttest and follow-up, PMT-P

outperformed PMT-S on tests of child behavior issues. Parental competencies and homework fidelity mediated the improvements in child behavior after the training.

Mabe (2003) investigated the efficacy of Parent Management Training (PMT) as a treatment for children with Conduct disorder (CD). A summary of the challenges involved in treating conduct disorder is presented in the study, as well as the practical relevance of PMT in treating behavior disordered adolescents, scientific evidence for PMT's efficacy, and comments on PMT's shortcomings in treating conduct disorder are also presented. It is suggested that in terms of conduct disorder training, PMT is a conceptually sound method that has good scientific evidence for success and is particularly susceptible to group transmission. Given the dynamics of conduct disorder, it is proposed that a multi systemic approach to treatment would most definitely be required, with PMT playing an important role in the present context.

Kazdin (1997) analyzed Parent Management Training (PMT) as an intervention for oppositional, violent, and antisocial Behavior. Recent literature on the effectiveness of PMT is assessed, as well as variables that lead to treatment outcome, the continuum of results specific to the child, parents, and families, and treatment variants currently in use. Even the limitations are also addressed in terms of treatment impact, therapeutic implementation, and treatment distribution. The result of the study demonstrated the effectiveness of the intervention.

Kazdin et al. (1992) examined the effects of problem solving skills training (PSST) and parent management training (PMT) on children (age group 7-13 years) who were with antisocial behavior. Children and families were automatically allocated to one of three conditions: PSST, PMT, or PSST and PMT mixed. It was expected that (1) each training will enhance offender behavior (reduce total deviance and violent, antisocial, and delinquent Behavior, and raise pro social competence); and (2) PSST and PMT together would result in widespread, and long-lasting improvements in offender behavior and greater changes in parent functioning (parental stress, depression, and overall symptoms). The findings of the post-treatment and one-year follow-up confirmed the reductions of offender's antisocial behavior. The combination of PSST and PMT resulted in more improvements in child and parent behavior and put a larger proportion of offender's beyond the continuum of non clinic (normative) stages of behavior.

It can be concluded after thoroughly scrutinizing the review of related literature that even though there are many studies conducted based on parent management training and management of children's in general, researchers have failed to analyze the phenomenon with respect to children's who fall under the category of offenders in Tamil Nadu.

3. METHODOLOGY

The objective of this research is to evaluate the Conduct Disorder of habitual offenders. Additionally, it examines how symptoms and risk indicators for conduct disorder change before and after intervention.

Objectives

1. To assess the antisocial personality disorder prevalent among the habitual offenders.
2. To study the impact of Parent Management Training on the possible antisocial behavior.

Hypothesis

H_{a1}: There will be a significant difference in offender's conduct disorder before and after intervention program.

H_{a2}: There will be a significant difference in parenting style before and after Parent Management Training.

H_{a3}: There is a significant difference between Gender and Conduct Disorder.

H_{a4}: There is a significant difference between Gender and Parent Management Training.

Participants

The respondents in the study are habitual offenders in the Tirunelveli District. A total of 30 habitual offenders between the age group of 13-18 years were chosen as respondents.

Materials

The following tools were utilized to accomplish the objectives of the present research.

How I Think Questionnaire (Gibbs, Barriga and Potter, 2001)

The scale was created in 2001; this was done, by Gibbs, Barriga, and Potter. It was used to assess offenders' antisocial Behavior. This tool, which is made of paper and pencil, is used to discover cognitive distortions in individuals. Habitual offenders' conduct disorders are assessed using a questionnaire that distinguishes between four types of conduct disorders: self-centeredness, blaming others, mislabeling, and presuming the worst.

The How I Think Questionnaire (Gibbs, Barriga, and Potter, 2001) was used to determine the antisocial Behavior of offenders. It is made up of 54 items that are used to measure individuals distorted thinking.

Reliability validity

Cronbach's alpha for the questionnaires designed to measure habitual offenders' conduct disorder was 0.985. Cronbach's reliability coefficients are more than 0.7, indicating very good reliability (Nunnally, 1978).

Parenting questionnaire (Frick, 1991)

In 1991, Frick developed the Alabama Parenting Questionnaire. An evaluation of five characteristics of parenting that is connected with the etiology and treatment of externalizing disorders is conducted by using the Alabama Parenting Questionnaire (APQ). Positive interaction of children, oversight and observation, using positive techniques of discipline, uniform application of this kind of discipline, and using corporal punishment are considered as the parents' characteristics.

The scale is self-administered, with all questions having the same response format. Participants express their agreement with statements such as Never, Almost Never, Sometimes, Often, and Always on a five-point scale.

Reliability validity

Variable	Pre-test (n=30)		Post-test (n=30)		t - value	p - value
	Mean	SD	Mean	SD		
Conduct Disorder of Habitual Offenders	191.47	47.329	120.67	53.114	6.060	.000

The Cronbach alpha value was 0.988 for the parent management training questionnaire. Cronbach's coefficients of reliability exceed 0.7, which is considered acceptable and implies extremely good reliability (Nunnally, 1978).

Procedure

Offenders with behavioral issues were chosen from the Tirunelveli district. The significance of counseling intervention was presented to habitual offenders and their parents in detail, and those willing to participate in this intervention with their parents' approval were included in the study.

Statistical tools utilized in this study

The data were analyzed using MANOVA (Multivariate Analysis of Variance), pre-test, and post-test methods depending on the inputs received from the respondents.

4. ANALYSIS AND INTERPRETATION

4.1 Mean score of Conduct Disorder of Habitual Offenders Before and After the intervention.

H₀₁: There will be a significant difference in offender's conduct disorder before and after the intervention.

Table 4.1

Changes in conduct disorder of the offenders before and after the intervention.

Significant at 5% level

From the table 4.1, it is inferred that the mean scores of Post-test (120.67) was less than the Pre-test (191.47) results with respect to conduct disorder. The P value (.000) is statistically significant at 5% level. Hence the alternate hypothesis is accepted.

4.2 Mean score of Pre-test and Post-test of Habitual Offenders with respect to Parent Management Training.

H_{a2}: There will be a significant difference in parenting style before and after Parent Management Training.

Table 4.2

Changes in parenting style followed by Parent Management Training.

Variable	Pre-test(n=30)		Post-test(n=30)		t - value	p - value
	Mean	SD	Mean	SD		
Parenting style	156.93	44.164	86.23	37.672	7.273	.000

Significant at 5% level

From the table 4.2, it is inferred that the mean scores of Post-test (86.23) was less than the Pre-test (156.93) results with respect to Parent Management Training. The P value (.000) is statistically significant at 5% level. Hence the alternate hypothesis is accepted.

H_{a3}: There is a significant difference between Gender and Conduct Disorder.

Table 4.3

Multivariate Analysis of Variance of the offender’s Gender and Conduct Disorder.

Dependent variable	Source	df	SS	MS	F	p
Conduct Disorder	Between groups	2	12414.54	6207.27	3.463	0.046
	Within groups	27	48390.12	1792.22		
	Total	29	60804.66			

***p<0.05**

There was a statistically significant effect in the Gender of offender and Conduct Disorder (F (2,27) =3.463, p<0.05; Wilk's Lambda =.626; partial eta squared =.209), and therefore the

alternate hypothesis stating that the offender's Conduct Disorder will be influenced by Gender is accepted.

H₄₄: There is a significant difference between Gender and Parent Management Training.

Table 4.4

Multivariate Analysis of Variance of the offender's Gender and Parent Management Training.

***p>0.05**

Dependent variable	Source	df	SS	MS	F	p
Parent Management Training	Between groups	2	1274.14	637.07	.405	.671
	Within groups	27	4291.05	1573.74		
	Total	29	5565.19			

There was a statistically significant effect in the Gender of offender and Parent Management Training (F (2,27) =.405, p>0.05; Wilk's Lambda =.626; partial eta squared =.209), and therefore the alternate hypothesis stating that the offender's Parent Management Training will be influenced by Gender is rejected.

5. CONCLUSION

Parent children relationship is very precious. Some parents may not understand its importance and they fail to do their duty. Parent Management Training (PMT) helps the parents to understand their children's Behavior in a better way. This intervention is examined in depth in this study to determine the extent to which this social intervention can assist parents in creating a bright future for their delinquent children. Parent Management Training is a well-researched technique for counseling the parents of the habitual offenders. An intervention program in which parents are taught social learning practices for changing their Behavior. PMT is not a generic approach to parent-child interaction.

Both parents and children benefit tremendously from participating in this intervention program. It has been demonstrated that after completing this intervention, offenders are more likely to exhibit less behavioral problems while under the supervision of their own parents. Apart from children, there is a gradual development in parent's attitudes toward their children. Additionally, parents stated that they are seeing things more clearly now as they are not frustrated or worried, which results in much more relaxed family behavior.

This intervention promotes positive behavior among offenders through their parents. With the help of the parent's guidance, offenders are exposed to a variety of settings in society. This approach supports both parents and offenders in their own unique ways in developing their positive way of behavior. This was evident in the evaluation of parent and therapeutic adherence to the

techniques trained during the sessions. Hence, it can be observed from the results that this intervention approach is effective and beneficial for parental behavior. The conclusion is that the parent management training which was given to the parent of the offenders will modify the Behavior of the offenders and enhance their quality of living in this society.

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